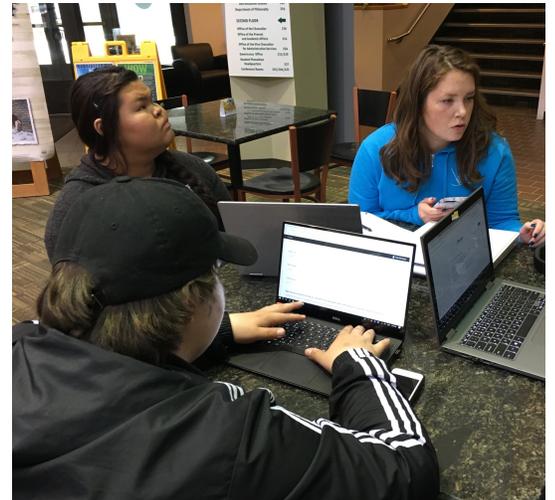


Community Mentorship Program 2017-2018



Koniag Education Foundation Grant
US Department of Education: Award # S356A160007

Year 2 Evaluation Report

October 2018

Prepared by Partnow Consulting
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Annual Report for Year 2 (2017-2018)

Grant #S356A160007

Koniag Education Foundation's Community Mentorship Program

An ANEP US Department of Education Grant

Evaluation by Partnow Consulting

Patricia H. Partnow, Ph.D.

October 2018

TABLE OF CONTENTS

Narrative

Project Overview	3
Executive Summary for Year 2	4
Project Objectives and Outcomes	6
Data Gathering Methods and Instruments	9
Types of Data	9
Assessment Instruments	9
Specific Data Collected	9
Findings for Year 2	11
Formative Evaluation	11
Project Staffing for 2017-18	11
Meetings and Gatherings 2017-18	11
Responsiveness to Changing Situations	12
Summative Evaluation	13
Objective 1: Family and Community Engagement	13
Output 1: Needs Assessment	13
Output 2: Youth Empowerment Workshop (TAY)	15
Output 3: Community Engagement Opportunity	16
Output 4: Facebook Page	18
Output 5: Advisory School Board Training	20
Output 6: Spring and Fall Caravan in Villages	23
Objective 2: Alaska Native Graduation Rate	23
Output 1: Distance Mentoring	23
Output 2: In-Person Mentoring	24
Output 3: Web Portal	26
Output 4: Immersion for Students	26
Output 5: Tracking System	33
Output 6: Spring and Fall Caravan in Villages	34

Objective 3: Increase Teacher Retention	34
Output 1: Booklet for new Teachers	34
Output 2: Teacher Aide Training	35
Output 3: Online Database for Teachers	36
Output 4: Spring and Fall Caravan in Villages	36
Conclusions	37
<i>Appendices</i>	
Appendix A: Evaluation Instruments	38
Student Pre-Project Survey	38
Community Mentorship Program Student Mentoring Log	41
Survey for Teachers	42
Rural Education Advocate Log	45
Appendix B: Mentorship Program Description	46
Appendix C: TAY Conference Description	47
Appendix D: Youth Immersion Description from Facebook Page	50
Appendix E: Interview Protocol for Student Focus Groups	51
<i>Tables, Figures, and Charts</i>	
Table 1: Logic Model for Community Mentorship Project, Adopted April 2018	7
Figure 1: Vision Board by Ouzinkie Students, May 2018	17
Figure 2: Applicant Progress as Reported on Tracking System	33
Figure 3: Alutiiq Education Website Home Page	35
Chart 1: ASB Needs, Gathered at Rural Forum 2018	14
Chart 2: Adult Assessment of TAY, October 2017	16
Chart 3: Facebook Use over a 4-month Period: Sept. to Dec. 2016 and 2017	19
Chart 4: Facebook Use over a 4-month Period: Apr. to Aug. 2017 and 2018	20
Chart 5: ASB Workshop Satisfaction, June 2018	22
Chart 6: Student Satisfaction with TAY, October 2017	26
Chart 7: Perceived Readiness for PSE: 2018 Student Responses	28
Chart 8: Pre-Program Survey Comparison, Fall 2017 and August 2018	31
Chart 9: Comparison of 2018 Student Readiness, Pre- and Post-Immersion	32

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Koniag Education Foundation's Community Mentorship Program

PROJECT OVERVIEW

In September of 2016, the Koniag Education Foundation (KEF) was awarded a grant from the Department of Education under the Alaska Native Education Program for its Community Mentorship Program. This multi-faceted project focuses on student achievement, teacher retention, and parent and community engagement in six outlying communities in the Kodiak Island Borough School District (KIBSD): Akhiok, Larsen Bay, Old Harbor, Port Lions, Karluk, and Ouzinkie.

The project had two major goals: to increase Alaska Native secondary student graduation rates and facilitate higher education pursuits among high school graduates. As means toward those goals, the team had two secondary goals: to increase community involvement in schools and improve teacher retention rates.

The project proposed to focus on these issues by implementing a community mentorship project. Through this project, families are to be empowered and facilitated; schools are to improve through teacher orientation and culturally-relevant teaching; student progress is to be recorded and reported to their parents; needs assessments are to identify and address the most immediate needs of the students; parents and community members are to be more involved in their villages' schools; and mentors are to connect with students offering information about careers and college success.

After two years of operation, planned project activities changed while remaining within the objectives and general framework of the original plan. During the first year, one of the villages, Karluk, asked to be dropped from the project. During the second year, a new staffing model was adopted, some planned activities were discontinued and others added, and the logic model was revised accordingly.

EXECUTIVE SUMMARY FOR YEAR 2

After reviewing the accomplishments and challenges encountered during Year 1 of the grant, and after reviewing the results of student, teacher, and parent assessments, KEF management made program and staffing changes while remaining in compliance with the stated goals and objectives of the grant. The major changes made were:

- Rather than provide teachers with direct professional development workshops on Alutiiq culture, KEF staff decided to plan and implement Alutiiq cultural activities for the entire community, including teachers.
- Similarly, rather than expect teachers to offer frequent culture-based activities in the classroom, KEF planned to stage those activities once a year in each location. In addition, KEF inform teachers of the existing cultural resources that are available online.
- Rather than require KEF locally-based staff to have continuous and frequent one-on-one contact with students, distance-based KEF mentors were to contact students periodically to help them navigate through the public school system toward post-secondary education (PSE).
- Mentoring toward PSE was to be enhanced through a weeklong Immersion camp in Anchorage for KIBSD high school students.
- In response to a needs assessment conducted by the evaluators in 2016-17, plans were made to provide direct training for the Advisory School Board (ASB) members in the villages served under this grant. This training was to be offered in conjunction with KIBSD with a goal of reinforcing the empowerment of parents and families in the education of their children.
- These changes were accompanied by staffing changes, as follows:
 - The Rural Education Specialist was replaced by a Rural Education Coordinator in March 2018.
 - Raven's Group, an indigenous program management and evaluation firm, was hired to provide ASB training and run the weeklong Immersion experience for KIBSD youth.
 - During Year 1 of the project, Rural Education Advocates had been assigned to each community. During Year 2, two rather than five REAs were retained to serve all communities.
 - Five mentors were placed on stipend to contact students in their assigned communities, though at the end of the year this number was reduced to two.

In addition, regular team meetings involving KEF management, Raven's Group, a workshop facilitator, the Rural Education Coordinator, the two Rural Education Advocates, one of the mentors, and the evaluator were scheduled and held.

These changes have resulted in a more smoothly running project with a unified vision that is followed by all team members. The goals and objectives are reviewed at each team meeting to ensure that all activities are coordinated and aimed toward those goals.

During Year 2, data collection of village-based contacts (with both students and parents) was spotty until the new Rural Education Coordinator came on board in March 2018. The individual hired for this position is organized and has provided detailed reports of activities since her hiring, although there are still a few glitches, as is discussed below.

These changes have resulted in an improved program that is beginning to see results in two of the three goals, increases in community engagement with the schools and increased knowledge of and opportunities for PSE among the students. The latter improvement in turn relates to improved high school graduation rate. The third objective, to increase teacher retention, has been only indirectly addressed by offering culture-based programs and online information within the communities as supplements to classroom activities. These opportunities have yet to yield observable changes in the target schools.

PROJECT OBJECTIVES AND OUTCOMES

During the 2017-18 grant year, staff revised its logic model to more accurately reflect planned activities and the realities of what was feasible to accomplish. This new model indicates what was anticipated to occur and how it was to be measured. Objective 2 in the table below is also a program-wide objective (GPRA – Grant Performance Report measure) for the funding agency, the US Department of Education, through its Alaska Native Education Program.

Objective	Outcomes	Outputs (Or Activities)	Measures
<p>Objective 1: Increase Alaska Native family and community engagement in schools by 30%.</p>	<p>Outcome 1: Additional participation in ASB meetings.</p> <p>Outcome 2: Improved perception of ASB members' ability to effect change.</p>	<p>Output 1: Needs assessment of community, family, and student needs.</p> <p>Output 2: Design and Deliver, in coordination with a contractor, a 1- day educational youth empowerment workshop for students and community members [in combination with TAY Oct. 2017] in Years 2 and 3.</p> <p>Output 3: KEF REAs will design and facilitate 1 Family, School and Community Engagement opportunities per semester in each community.</p> <p>Output 4: Facebook is maintained; families and community members use it for information and community-building.</p> <p>Output 5: KEF will provide training for ASB members consisting of 2 video conferences and 1 in-person meeting each during Years 2 and 3.</p> <p>Output 6: Facilitator (Lena) and REC (Melissa) will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.</p>	<p>Measure 1: Results of Needs Assessment, with recommendations for next steps.</p> <p>Measure 2: Complete agenda of youth empowerment workshop, roster of attendance by 25 to 30 students; completed surveys assessing workshop.</p> <p>Measure 3: End of Year 1: 27 parents/family members are involved in KEF education-facilitated meetings. (E.g., REA meetings, Needs Assessment Meetings, Community Engagement). End of Year 2, 37 parents/family members are involved in KEF-facilitated meetings. End of Year 3, 47 parents/family members are involved in KEF-facilitated meetings.</p> <p>Measure 4: Parent survey results at end of each KEF-sponsored gathering (including caravans) will show substantial approval of efficacy.</p> <p>Measure 5: Facebook engagement by community members, to increase each year</p>

<p>Objective 2: Increase Alaska Native graduation rate from 68% to 82%.</p>	<p>Outcome 1: increase graduation rate.</p> <p>Outcome 2: Improved attitude toward school and graduation.</p> <p>Outcome 3: Improved knowledge of Post-secondary education opportunities.</p> <p>Outcome 4: Improved family knowledge of on-track status for each student.</p>	<p>Output 1: Distance Mentoring for students.</p> <p>Output 2: In-person, in students' communities, mentoring opportunity during REA community visits in Years 2 and 3.</p> <p>Output 3: Publicize and maintain web portal.</p> <p>Output 4: KEF provides an Immersion for rural high school students to prepare them for PSE application and attendance.</p> <p>Output 5: Develop tracking system to ensure that students complete PSE applications.</p> <p>Output 6: Facilitator (Lena) and REC (Melissa) will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.</p>	<p>Measure 1: By year 3, KIBSD graduation rate has increased to 82%.</p> <p>Measure 2: Student attitude surveys done at the beginning of each student's attendance at the Immersion and at the end of his/her attendance (may be 1 or 2 Immersions, depending on the student's grade level).</p> <p>Measure 3: Agendas for Immersions providing information about PSE and rosters of students attending.</p> <p>Measure 4: Enter 50% of students into KEF Scholarship Database by end of Year 2 and 100% of students by end of Year 3.</p> <p>Measure 5: Students (undetermined percentage) express learning and positive attitudes at the end of the community caravan.</p>
<p>Objective 3: Increase teacher retention to 60% retention by Year 3 end.</p>	<p>Outcome 1: Improve teacher aides' skills at tutoring and supporting classroom teachers.</p> <p>Outcome 2: Improve teacher aides' confidence as professionals.</p> <p>Outcome 3: Increase teachers' knowledge of local culture and resources.</p> <p>Outcome 4: Increase teachers' knowledge of cultural educational resources.</p>	<p>Output 1: Booklet for new teachers.</p> <p>Output 2: Provide training for teacher aides.</p> <p>Output 3: Alutiiq Education online database made available for new teachers.</p> <p>Output 4: Facilitator (Lena) and REC (Melissa) will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.</p>	<p>Measure 1: Teacher aide attitude survey; improvement between Year 2 and Year 3.</p> <p>Measure 2: Survey of teacher knowledge and use of cultural and educational resources compared in Years 2 and 3.</p> <p>Measure 3: Numbers of visits to website.</p>

Table 1: Logic Model for Community Mentorship Project, Adopted April 2018

In addition, the project objectives address a second GPRA indicator established for the Community Mentorship Program and assigned by the Department of Education Alaska Native Education Program grant guidelines:

- Increase the percentage of students who meet or exceed proficiency standards for reading, mathematics, and science on State assessments

This information is provided by the State Department of Education and Early Development directly to the US Department of Education, so is not addressed in this report.

DATA GATHERING METHODS AND INSTRUMENTS

As external evaluators for the project, Partnow Consulting gathers data through a variety of means and instruments, each appropriate to the purpose. Our methods include:

Types of Data

- Assessment and evaluations of changes in knowledge and attitudes of target audience:
 - Parents
 - Students
 - Teachers (discontinued during Year 2 since teachers are no longer a target group for the grant)
- Descriptions of activities
- Activity records from:
 - Rural Education Coordinator
 - Rural Education Advocates
 - Mentors/mentees
- Records of internal program team meetings to assess project processes

Assessment Instruments (See Appendix A for Forms 1-4)

- Form #1 A and B: Student Pre- and Post- project Survey
- Form #2: KEF Community Mentorship Program Student Mentoring Log
- Form #3: Koniag Education Foundation Survey for Teachers
- Form #4: KEF Community Mentorship Program Rural Education Advocate Log
- Evaluation surveys that are administered following each workshop to determine the workshop's perceived effectiveness
- Focus Group Protocol for students following the Immersion
- Observation Protocol for project activities
- Immersion Staff Interview Protocol

Specific Data Collected

- Team Meeting notes
- Observations
 - TAY, October 2017
 - Rural Leadership Forum, January 2018
 - Spring Caravan to Ouzinkie and Port Lions, May 2018
 - ASB Training, June 2018
 - Student Immersion, August 2018
- KEF Facebook Page analytics
- Survey spreadsheets assessing workshops or training

- TAY Assessment Survey, October 2017
- ASB Survey Summary, January 2018 (data from 2016)
- ASB Needs Survey completed during Rural Leadership Forum, January 2018
- ASB Training, June 22, 2018
- Student Pre- and Post Self-Assessments
 - Student Pre self-assessment, October 2017
 - Student Pre- Assessments collected during Immersion, August 2018
 - Student Post-Assessments collected during Immersion, August 2018.
Unfortunately, these were not administered immediately after the immersion due to a glitch in the program. Only five of the fourteen students responded to an email request to complete the post-surveys.

FINDINGS FOR YEAR 2

KEF requested both formative and summative evaluation – the former to gauge the effectiveness of the procedures and communication within the project and with students, parents, and teachers, and the latter to indicate the success in achieving program goals.

Formative Evaluation

Project Staffing for 2017-18

In order to achieve its goals and objectives, project management adjusted its staffing formula during Year 2. As explained in the Year 1 report, finding staff willing to serve as local REAs for each of the five villages proved challenging and, in the end, unnecessary. Accordingly, in 2017-18, KEF determined that the project needed only two REAs who would together serve all communities. By the end of Year 2, project staffing was as follows:

- Executive Director of KEF: Jesse Kreger
- Community Mentorship Project Manager: Germaine Salmine
- Regional Education Coordinator: Melissa Berns (new)
- Rural Education Advocates:
 - Michael Rostad
 - Dorinda Kewan
- Workshop and Immersion Planners (Raven’s Group – new)
 - January Scott
 - Nathanael O’Connor
- Facilitator (contractual): Lena Jacobs
- Mentors (new)
 - Dillon Peterson (Akhiok)
 - Leilani Diaz (Larsen Bay)
 - Marn Elvehjem (Old Harbor)
 - Liz Borton (Port Lions)
 - Darsha Squartsoff (Ouzinkie)
- Evaluator: Patricia Partnow of Partnow Consulting with assistance from Shirley Mae Springer Staten

Meetings and Gatherings 2017-18

Project staff participated in a number of activities during Year 2 of the project. Two gatherings, the Transition Age Youth (TAY) gathering in Kodiak in October 2017 and Kodiak Archipelago Rural Regional Leadership Forum in January 2018, were the result of cooperation and partnerships between KEF and other organizations: the former conference with Kodiak Area Native Association and the latter with the Kodiak Island Housing Authority.

The other activities on the following list, beginning with “Spring Caravan to Ouzinkie and Port Lions,” were directly sponsored by KEF.

- TAY (Transition Age Youth, sponsored by KANA) in Kodiak, October 24-28, 2017
- Kodiak Archipelago Rural Regional Leadership Forum in Kodiak (organized by the KIHA), January 25 and 26, 2018
- Spring Caravan to Ouzinkie and Port Lions, May 14 and 15, 2018
- ASB training in Kodiak by Raven’s Group, June 22, 2018
- Immersion in Anchorage for KIBSD high school students, August 13-19, 2018
- Community Mentorship Team Meetings
 - October 19, 2017
 - December 18, 2017
 - February 7, 2018
 - April 12, 2018
 - April 25, 2018
 - May 30, 2018
 - June 26, 2018
 - July 9, 2018

Responsiveness to Changing Situations

An effective project is a responsive project. In the following paragraphs, we describe how KEF dealt with the challenges it faced during its first two years.

As noted in the Year 1 evaluation report, the major challenges KEF faced in the project’s beginnings related to staffing, difficulties connecting mentors with mentees, and finding a way to increase parental participation in educational activities in their villages.

The mentoring function that was to take place continued to be a problem during Year 2. Although five mentors were hired, there was virtually no distance mentoring activity during Year 2 (see discussion below on pp. 23 ff.). As a result, the KEF team is considering discontinuing this portion of the project. It will be replaced by a repeat of the weeklong immersion for high school students, to be held in the early summer of 2019.

The lack of parental participation was both the result and a cause of a feeling of powerlessness in having an effect on an educational system. Many parents see the school district as unresponsive to the issues that face their children. KEF took positive steps to deal with this issue: As described below in the Summative Evaluation section, the organization sponsored or co-sponsored three workshops for parents and students in Kodiak and traveled to two villages with a “Spring Caravan.” During these meetings, KEF staff helped community members understand the authority and power they can wield and determine action steps to do so.

An additional issue was the lack of response by teachers to project staff overtures. During the first year's report we noted that teachers said they felt overwhelmed with their school and community responsibilities even when they had a teacher's aide on staff. They were tasked with fundraising for various school activities and coaching basketball, and did not feel able to add to their workload the coordination of cultural activities or new work with KEF staff. They also questioned how the REAs' supervision would occur.

The issues teachers raised relate to their staying in the villages, the improvement of which was a goal of the project. However, with few teachers attending KEF-sponsored activities, and fewer agreeing to play an active role in mentoring students or parents, KEF has amended the project's original plan. Rather than undertake teacher workshops that teach teachers to engage in more cultural activities – an original intended output during Year 1 – KEF has emphasized disseminating information about cultural opportunities to teachers and allowing them to use it as they see fit. KEF has accomplished this by supporting various online resources, encouraging ASBs to take an active role in welcoming new teachers, and working on a handbook that will provide new teachers with information that will ease their entry into their village schools.

Summative Evaluation

The objectives, their desired outcomes, the planned outputs, and the measures are listed in Table 1 on pp. 5 and 6. This Summative Evaluation section assesses the extent to which each objective was met.

Objective 1: Increase Alaska Native family and community engagement in schools by 30%. By the end of Year 2, 37 parents were to be involved in school activities.

KEF sponsored or cosponsored a variety of programs attended by 54 parents and community members, thereby meeting its numerical goals, as follows:

- Transition Age Youth (TAY): 11 adults
- Rural Forum: 12 adults
- ASB Training: 17 adults
- Spring Caravan: 14 adults

Outcome 1: Additional participation in ASB meetings.

Outcome 2: Improved perception of ASB members' ability to effect change.

Output 1

Needs assessment of community, family, and student needs

A needs assessment was completed during Year 1 and was the basis for Year 2 community-based activities.

Among those Year 2 activities was the January 26, 2018 Kodiak Archipelago Rural Regional Leadership Forum, which KEF, along with rural ASB members, parents, community members, KIBSD and Kodiak Island Housing Authority staff helped plan. The forum's major agenda item concerned the educational challenges facing rural schools and their students. KEF hosted several sessions during which participants set priorities for future ASB workshops.

At the meeting, participants were asked, as ASB members, to rate their most pressing needs on a scale from 1 to 4. As Chart 1 indicates, communication between ASBs and the KIBSD school board was seen as the most pressing need. Almost as important were training for new ASB members, information on ASB responsibilities, and access to available community resources to help ASB members. Slightly less pressing were strategies ASB members might use to plan goals and activities, and ways to hold effective ASB meetings.

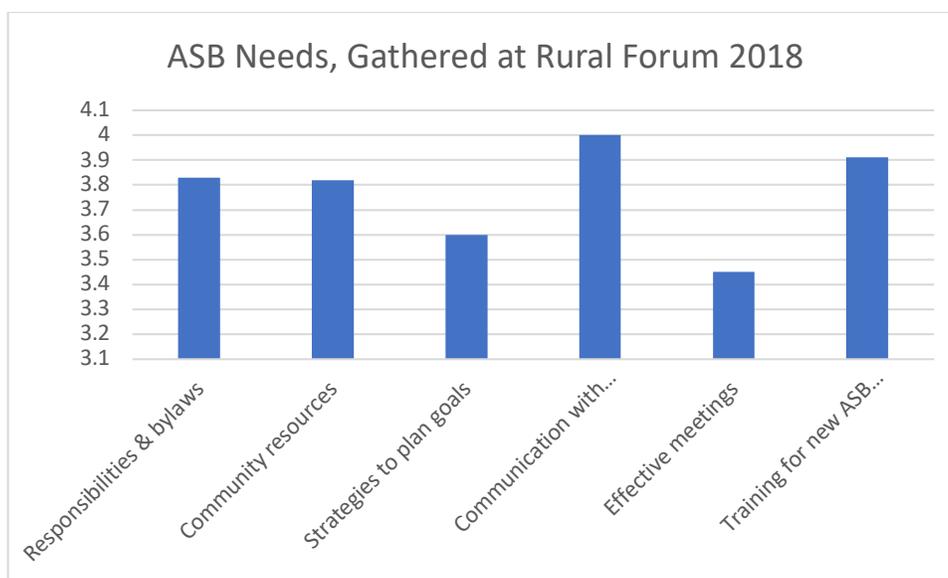


Chart 1: ASB Needs, Gathered at Rural Forum 2018
n=12

Discussions during the Rural Forum were far-ranging, but the major points raised by participants can be summarized as follows:

- In 2006, the district drafted ASB Best Practices. These are helpful, should be further disseminated, and can be the basis for future effectiveness of ASBs.
- In the recent past, ASBs have not been an effective way for local people to exercise control or leadership, or to have their voices heard by the school

board. The relationship between the ASBs and the KIBSD School Board needs to be rebuilt.

- An ASB handbook that is factual and consistent across the entire district is needed.
- Similarly, training for ASB members is needed.
- More communication among ASBs should occur through, for example, quarterly teleconferences.
- Teachers should be more involved with ASBs.
- As an offshoot of the previous point, teachers should see themselves as part of the communities, not as outside of them.
- The election process for ASBs has been inconsistent and needs to be formalized and communicated.
- Within communities, there is a low level of involvement with ASBs.

Output 2

Design and Deliver, in coordination with a contractor, a one-day educational youth empowerment workshop for students and community members [in combination with TAY] in Years 2 and 3.

In October 25 and 26, 2017, KEF helped plan the Transition Aged Youth (TAY) seminar (see Appendix C for a description from the KEF website). This is an annual event for rural students and parents, giving them an opportunity to attend job fairs, undertake job shadowing, and receive information in preparation for applying for and attending college. The 2017 event was attended by 40 rural students.

The evaluation team attended the gathering and noted the following strengths of the workshop:

- The Financial Life Game and Job Shadowing were well-liked and seemed to be highlights for the students.
- The gathering provided excellent experiences for students who do not get hands-on college and career focus in the villages.
- This was a good utilization of partner resources involving KIBSD, KANA, and KEF to create an event that one organization would have difficulty doing on its own.
- The presentations were on point and the questions that were asked of the students were well constructed. The facilitator did a good job tying the activities and conversations to the main thread of educational empowerment that was written into the grant.
- The students that the evaluators interviewed said they had never before thought about the questions posed at the workshop. Students actively

considered the relevance of the information to their lives, were receptive to the material, and enjoyed the activities.

Chart 2 shows the level of adult satisfaction with the October 2017 TAY event. Participants were asked to rate their agreement to eight statements on a scale from 1 to 5.

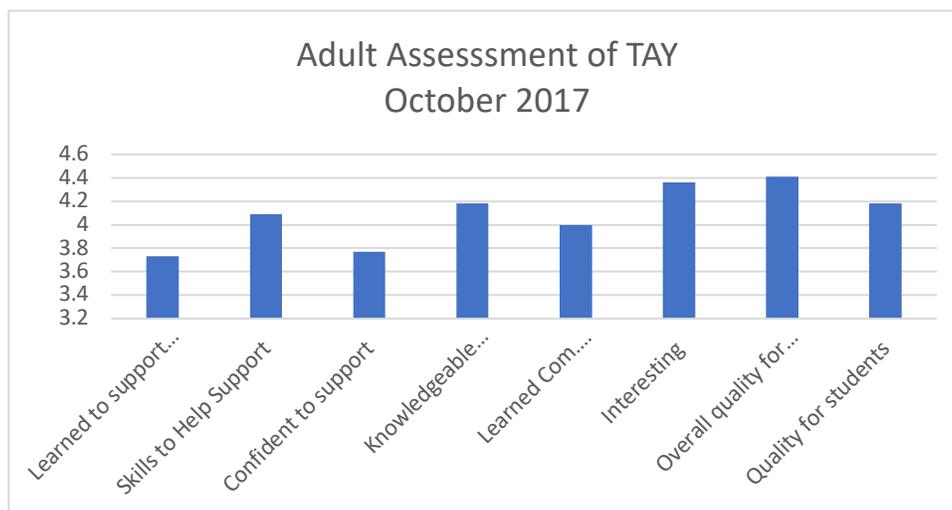


Chart 2: Adult Assessment of TAY, October 2017
n=11

Respondents rated the overall quality of the workshop quite highly and responded that it was interesting and engaging. They reported gaining the least in the areas of learning to support their students as they seek information on high education, and building their own confidence on their ability to support their children as they move toward high school graduation. This result indicates that KEF's efforts to provide this information through a weeklong immersion are appropriate.

The evaluation team offers recommendations for improvements in the 2018 TAY event below (pp. 24 ff.).

As noted above, KEF also attended the January 2018 Kodiak Archipelago Rural Regional Leadership Forum, at which time participants helped develop goals for future ASB workshops, both for sitting and prospective ASB members.

Output 3

KEF REAs will design and facilitate one Family, School and Community Engagement opportunity per semester in each community.

Plans to Implement these opportunities were made in April 2018 when the new Logic Model was adopted. During Year 2 of the project, staff planned and carried out a “Spring Caravan” in the villages of Port Lions and Ouzinkie on May 14 and 15, 2018. These two days were designed to engage parents, teachers, and students in conversations and activities that would encourage long-term participation in each village’s educational system. The Caravans built on conversations previously undertaken during both TAY (October 2017) and the Rural Forum (January 2018) in Kodiak.

The facilitators led the communities in problem-solving and action plans on three issues:

1. Increased community engagement
2. Support of teacher retention
3. Increased student graduation rates

Seven students and eight community members participated in Port Lions. Comments from parents were:

- “What needs to happen in our community is train Alaska Natives to be teachers – teachers who want to come back to the community.”
- “Let’s not educate the students to leave the community. Let’s educate to bring them home to the community.”

In Ouzinkie, 18 students and 5 community members participated. The students produced a “Vision Board” communicating their passions:



Figure 1: Vision Board by Ouzinkie Students, May 2018

Courtesy of Darsha Squartsoff

In Ouzinkie, the adults spent a great deal of time venting frustrations about the educational system. A common concern was the prevalence of online courses when there are few students enrolled in a given class. Parents offered many cogent reasons why this resulted in sub-standard education for their children. The Ouzinkie parents did not come up with action plans as had their Port Lions peers. Their contributions confirmed the wisdom of holding an ASB training session later in the summer, where adults could funnel their frustrations and experiences into positive steps.

The KEF Executive Director received positive feedback from adults who participated in both Caravan days. He was told that parents felt they had a voice and a possible way forward. They also expressed appreciation that KEF had traveled to the villages, rather than require that they go to Kodiak for the gathering.

As the staff considered plans for a second Caravan in the fall of 2018 to the villages of Akhiok and Old Harbor, they agreed that breaking the communities into student and adult groups worked well. KEF also intends to hold Spring Caravans during Spring Semester 2019.

Output 4

Maintain a Facebook page; families and community members will use it for information and community-building.

KEF has set up and maintained a Facebook presence, one that garners relatively robust usage. It can be found at <https://www.facebook.com/KoniagEducationFoundation> (see Appendix D for a screen shot from that site). Staff regularly adds content and visuals to the page. KEF has collected data on its usage, illustrated on Charts 3 and 4.

Chart 3 shows selected data on the use of the KEF Facebook page over two four-month periods: September to December 2016 (Year 1) and September to December 2017 (Year 2). This time of year was chosen as the most likely stretch during which seniors would be searching for assistance in applying for scholarships and colleges. As the data shows, the Facebook page received much more use during Year 1 than Year 2, a finding for which the evaluators have no explanation.

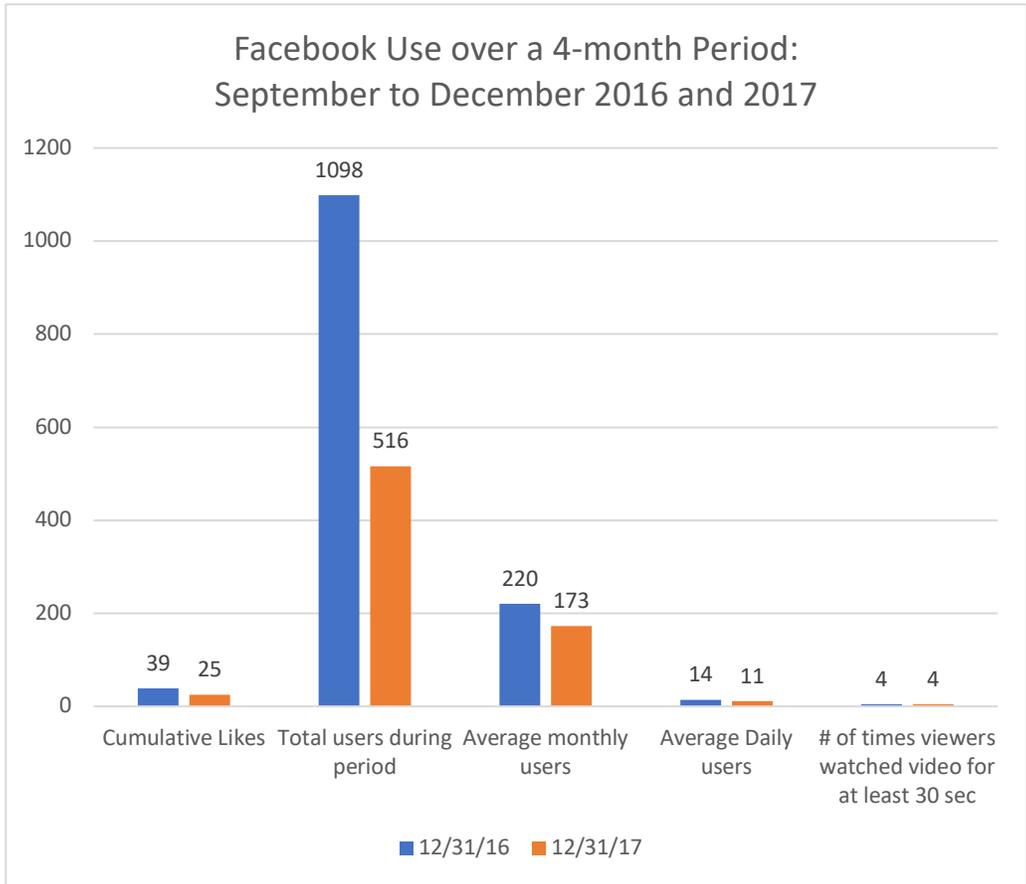


Chart 3: Facebook Use over a 4-month Period: September to December 2016 and 2017
n=1614

Chart 4 (following) shows data on the use of the KEF Facebook page over two different four-month periods: April to August 2017 (Year 1) and April to August 2018 (Year 2). “Visitation” was again higher during Year 1, though still substantial during Year 2. A comparison of Charts 3 and 4 shows that total visitation and total “Likes” were also higher during the two spring semesters than during the two previous fall semesters. At the same time, the other metrics show little variation between Fall and Spring. The evaluators have no explanation for this variation, nor for the greater Facebook use during Year 1 than Year 2 of the project.

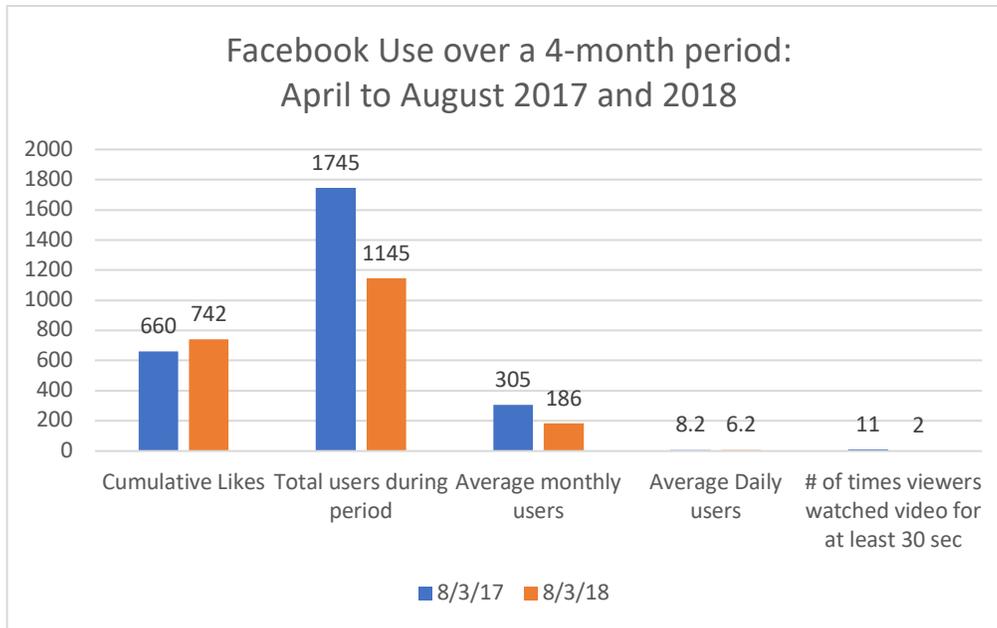


Chart 4: Facebook Use over a 4-month Period: April to August 2017 and 2018
n=2890

Output 5

KEF will provide training for Advisory School Board members consisting of two video conferences and one in-person meeting each during Years 2 and 3.

During Year 2, KEF began its interactions with ASB members during the Rural Regional Leadership Forum (January 2018; described above) at which time ASB members were engaged in roundtable discussions of their roles and frustrations. This meeting was followed on June 22, 2018 by a workshop facilitated by Raven’s Group, held in Kodiak and attended by 17 ASB current (8) and prospective (9) Advisory School Board members.

The training objectives for the June 22 training were to clarify ASB roles, identify at most two issues for ASB members to work on during the 2018-19 school year, and develop a communication strategy so ensure that community needs be conveyed to the sitting KIBSD school board.

All five participating communities were represented at the meeting. In addition, two representatives from the school district, the superintendent and principal of the rural schools, attended. Participants were encouraged by the attendance of these school district officials: it became clear that the administration had not been aware of many of the issues facing the ASBs before the workshop. In addition to the Raven’s Group facilitators, additional observations and participation were made by the project evaluators and KEF project staff.

At the beginning of the training, audience members requested specific information on how ASBs operated, the relationship between the school board and the ASBs, and how the election of ASB members was handled. Participants were divided into five groups and each was provided a copy of the 2016 ASB Handbook (whose existence was a surprise to some participants) that had been prepared by the school district and were instructed to find the answers to their questions, to the extent possible, in that handbook. They were also asked to brainstorm ways to improve the operation and effectiveness of the ASBs.

In the afternoon, the group focused on setting goals for the next year. Each village ASB except Akhiok (whose member was not present in the afternoon) voiced a separate set of goals for itself. These were:

- **Port Lions**
 - establish an effective ASB seat
 - develop a newsletter to communicate with parents and community at large
 - invite community members who do not have children at the school back into the school

- **Larsen Bay**
 - This group did not arrive at specific goals. Rather, they were concerned with the immanent closure of the school since, as of June 22, there were only four students enrolled in the school. Later in the summer, a new family subsequently moved into the village, ensuring that the school continued for the 2018-19 school year.

- **Old Harbor**
 - Will review seats and elections status for ASB.
 - Develop a plan to welcome new teachers in the form of a “Welcome Community Night”

- **Ouzinkie**
 - Focused on how to get students involved and engaged in school and school activities, such as Native Youth Olympics.
 - Discussed parent training to help students with homework.
 - Planned to continue sending students to special events that highlight the important of education.
 - Talked about ways to bring more parents back into the school.

In addition, the superintendent and rural principals committed to work to fix problems with communication and irregular election procedures.

The evaluation team interviewed the participants at the end of the session and received largely positive comments about the training. Specific responses were:

- It was good to see the other schools, but each village has its own unique struggles.
- This gave me some more insight after having served on ASB for the last several years.
- I now know we can release school members if they don't show up for meetings.
- New Advisory School Board members need training.
- I will continue to work on learning about ASB.
- We are all in this together.

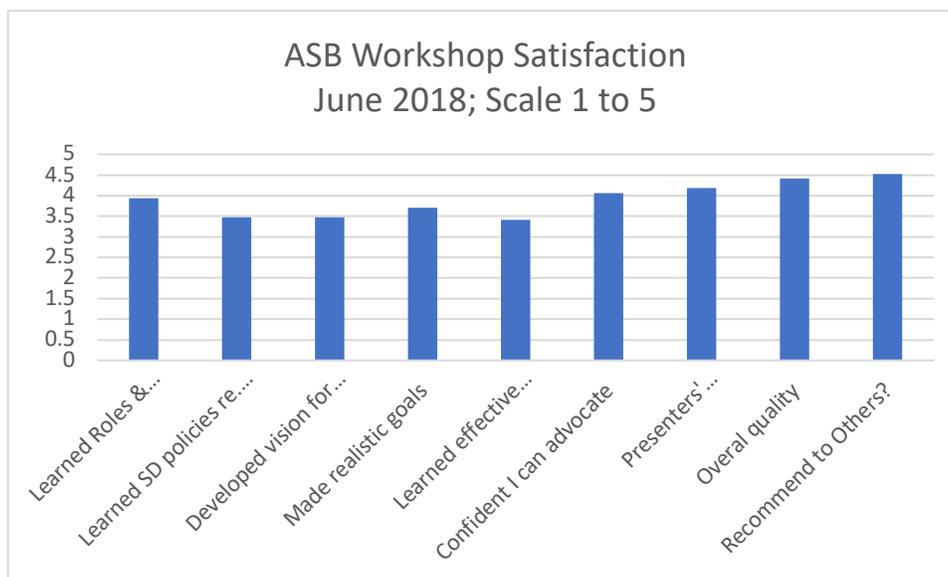


Chart 5: ASB Workshop Satisfaction, June 2018
n=17

The 17 participants of the ASB training completed a survey, during which they rated their satisfaction with nine aspects of the workshop on a scale from 1 to 5. Chart 5 shows their responses. They expressed a high degree of overall satisfaction with the workshop (4.41), and even more enthusiasm for recommending the workshop to others (4.53). They gave the lowest scores in response to prompts about learning effective communication (3.41), learning school district policies related to ASBs (3.47), and the development of a vision for a healthy school environment in their villages (3.47).

Despite these good results, KEF did not fully complete the proposed activities for Output 5; the plan called for two video conferences and one in-person

workshop. In fact, two in-person workshops were held but no video conferences occurred.

Output 6

KEF will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.

KEF held a Spring Caravan in Ouzinkie and Port Lions, but has not yet held the proposed summer caravan in Old Harbor, Akhiok, and Larsen Bay. At this point, KEF plans to hold a caravan in those three villages during the Fall 2018 Semester. See above for a description of the May 2018 Caravan.

Objective 2: Increase Alaska Native graduation rate from 68% to 82%.

KEF does not yet have figures on this measure to compare students during Year 1 with Year 2. This data is provided by the Alaska Department of Education and Early Development each fall. However, KEF did identify four related outcomes and undertook a number of activities (outputs) designed to affect this measure.

Outcome 1: Increased high school graduation rate.

Outcome 2: Improved attitude toward school and graduation.

Outcome 3: Improved knowledge of Post-secondary education opportunities.

Outcome 4: Improved family knowledge of on-track status for each student.

Output 1

Provide Distance Mentoring for students

During Year 2, REAs and locally-based mentors reported little or no interaction with students in the region. The exceptions were:

- In Larsen Bay, the mentor reported having had a single mentoring session with one student over the phone, but provided no report on its content or results.
- In October 2017, over a five-day period, the Akhiok REA spoke individually with two teachers, eight parents, and two students, some of them more than once. In each case the conversations were informational (what the project might do) or complaints (about, for instance, lack of community involvement).

- Two mentors spoke with the assembled group of 14 students who attended the August 2018 Immersion in Anchorage, but this was not actually “distance mentoring” since the mentors did not respond to specific issues facing students who were preparing for PSE.

There were no other reported incidents of mentoring, and none that involved mentoring students as they navigated their paths to post-secondary education. As a result, the KEF team is currently rethinking whether the distance mentoring Output might be eliminated from the project’s plan.

Output 2

In-person mentoring, in students’ communities during REA community visits in Years 2 and 3.

KEF dealt with this objective by holding a Spring Caravan in Ouzinkie and Port Lions, and will undertake a falltime caravan in Old Harbor, Akhiok, and Larsen Bay in November 2018. See above for a description of the May 2018 event.

In addition, students had the opportunity to learn about PSE opportunities in October 2017 at an event cosponsored by KEF, the TAY gathering in Kodiak, and through a weeklong Immersion experience in Anchorage (see the discussion on Output 4, below).

Student levels of satisfaction with the TAY event are reflected in Chart 6, p. 26. The 20 participating students were asked to indicate their levels of agreement with seven statements on a scale from 1 to 5. As their responses show, they ranked the overall workshop more highly (at an average of 4.18) than they did any of its constituent parts. Interestingly, this figure reports precisely the same degree of satisfaction that the students’ parents anticipated for their students in their responses to the workshop (see p. 15). The students gave the lowest rankings to their confidence in applying for PSEs (3.5) and knowledge gained about community and cultural resources available to them (3.55). They felt, overall, that the week had been interesting and engaging (4.11).

The evaluation staff observed the October 2017 TAY event and offers the following recommendations for future TAY events:

- Spend more time on ice-breakers that mix students together by different villages. Forcing students out of their comfort zones and normal group of friends generally yields better growth for the student and better results from the activities. Many students stuck together in groups of friends, which may have contributed to disruptive behaviors.

- Make consistent attendance a requirement. Some students were taken out in the middle of activities several times or before an activity and returned in the middle of it. This movement in and out of the activities led to student pairs being broken up, thereby minimizing the goal and scope of the activity. This is also disruptive to activities that are scaffolded and built on previous activities, with new students having no frame of reference or buy-in through the process.
- The activities and conversations that the facilitator led would be better suited towards the end of the week after students have been exposed to the post-secondary education material, job shadowing, and finance fair. The students would have had time to acclimate to one another after some understanding and trust had been built between students and adults.
- Communication and scheduling issues arose between the school district and partner organizations. A specific example was the school calendar superseding the schedule with the result that the facilitator's Thursday morning presentation and activities had to be condensed into an hour presentation at the end of the day when students were tired from an active day of activities.
- Offer mid-morning and mid-afternoon snacks for students. Students had to wait six hours between lunch and dinner. Snacks always help as a way to re-energize students and offer a welcome break in the hard work.
- Establish initial rules of engagement that are open-ended and contributed by students, instead of an already stated set of agreements. This approach would take more time but the open format would empower students and re-invigorate them in reflecting on their newfound understandings gained during the event.
- Remove adults who do not want to actively participate during activities. Some adults were distracting and did not follow the rules that had been established for the group. As a result, the students also failed to follow the rules based on role-modeling behavior of adults. Those adults who remain in the room should fully participate.
- Incorporate more activity. Students always appeared to perk up when they were allowed to move and flex; the evaluators observed that higher levels of engagement carried into the next activity.

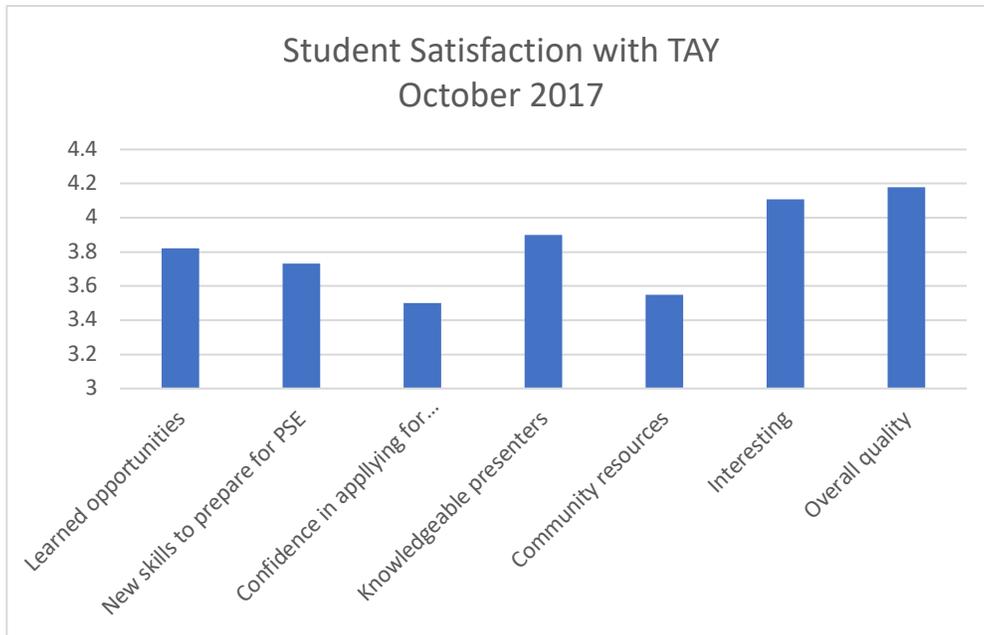


Chart 6: Student Satisfaction with TAY, October 2017
n=20

Output 3

Publicize and maintain web portal

See above for a discussion of the Facebook page maintained by KEF. In addition, KEF has an active website (see Appendices B and C for screen captures from the website) at <https://koniageducation.org/>. See the discussion of Output 5 below for details on the contents of this website.

Output 4

KEF provides an Immersion for rural high school students to prepare them for PSE application and attendance

As KEF staff realized the ineffectiveness of their distance and direct mentoring attempts, they determined to try another avenue for helping village students learn about the application processes and opportunities for post-secondary education. They hired an indigenous firm, Raven's Group, to plan and implement a weeklong immersion camp for up to 20 students, to be held in Anchorage at the University of Alaska Anchorage campus immediately before school started in 2018. Recruitment for students was achieved through direct contact from KEF staff in Kodiak and the villages, and through information provided on the

Facebook page. See Appendix D for a screen shot from the KEF Facebook page describing this event.

The August 2018 Immersion, like other student-centered programs offered by KEF during Year 2, was designed for three purposes: to improve and increase student information about post-secondary opportunities, improve the skills they will need to be successful at those programs, and motivate students to do well in school so they will take advantage of the opportunities provided.

Fourteen students, ages 15 to 18 (grades 9 to recent high school graduate), attended the immersion. Of the total, five came from Akhiok, two from Port Lions, and one from Old Harbor. The other six students came from Kodiak. The agenda offered a variety of experiences for the students. During the week, students were involved in:

- A variety of ice breaker, bonding, and team-building activities
- The “College Game” through which students learned about costs and ways of paying for college
- Tour of Alaska Pacific University
- Personal goal-setting and reflection
- Personality tests to pair interests and abilities to careers
- University of Alaska Anchorage Scavenger Hunt
- Job Corps Tour
- Tour of Joint Base Elmendorf-Richardson
- Sign-ups to KEF Scholarship database
- Movies in Anchorage
- Rock-climbing
- Swimming
- Mall shopping
- Planning an agenda for future KEF Immersions

The evaluators observed a sample of activities during which they noted student attitudes and behavior, interactions between staff and students, and overall student affect. All students engaged in all activities observed. Most were visibly kind to each other and thoughtful of other students’ needs, though there were some tensions between particular students. Student engagement levels were high. As a way to more accurately gauge students’ responses to the Immersion, the evaluators held three focus groups. The interview protocol is attached as Appendix E.

A sample of responses obtained during the focus groups includes:

1. *Benefits of the immersion to you:*

Learned of opportunities in Anchorage and Alaska in general; learned about paying for college; taught me options, such as going into the National Guard to help pay for college.

2. *What did you like?*

JBER tour; APU tour; the variety of locations and variety of types of activities; group games; getting to DO rather than just SIT and LISTEN; College Game; flexibility; hearing from the interns.

3. *What didn't you like?*

Strict rules about visiting friends after hours; days were really long; having to wait for some students who were always late; didn't get an agenda, which I would have liked; wanted to go to AVTEC; in general, trying to get everyone organized was sometimes frustrating.

4. *What did you learn?*

I can be more social and stretch myself; I feel I've gotten more mature; it's a preview of what life's going to be; made me realize college sounds great; I learned what my possible career choices are; I can get out of college debt-free, depending on my success in getting scholarships; made me want to go to college more and think about how to prepare for college; I learned to take education more seriously and take opportunities when they come; I learned there might be opportunities in Alaska for me.

5. *How prepared do you feel for PSE?*

Chart 7 shows growth in students' perceived preparedness (on a scale from 0 to 10) for PSE programs after having completed the immersion.

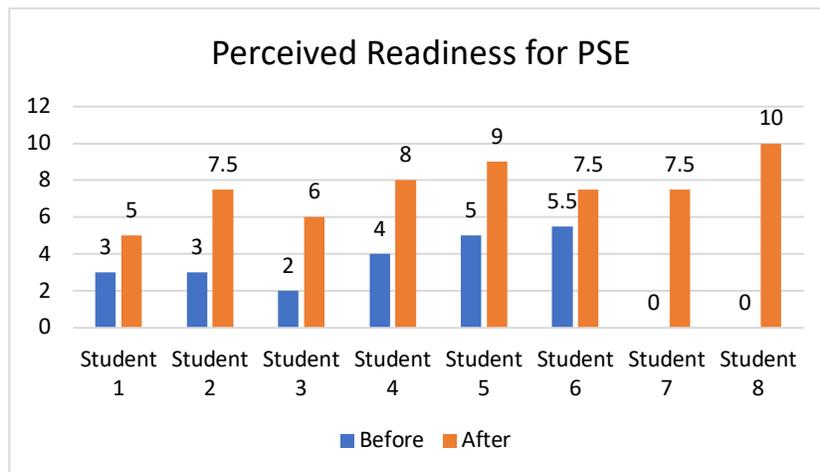


Chart 7: Perceived Readiness for PSE: 2018 Student Responses
n=8

6. Talk about the staff:

They were nice people; I liked how they accommodated my needs; they didn't just sit out activities, but did them with us. They were easy to get along with, funny, happy, understanding, responsible, enthusiastic, prepared, helpful; they were good but strict about visiting; they needed to work on communication among themselves because they weren't always consistent.

7. Biggest challenge:

Talking in front of people I didn't know; spending time with people I don't know; waking up early; adaptability and willingness to change my mind.

8. Additional support you would like from KEF:

Come to Kodiak more often, for instance to college and career fairs; let the world know more about this opportunity [Immersion]; have students talk to us and give advice based on their experiences.

9. Other comments:

Do this more often; give us more "chill" time; split the group up so there would be more options for us; be less strict about visiting each other in the evening.

In addition to speaking with the students, the evaluators interviewed Immersion staff to learn their assessment of the week. Overall, the four day-staff members expressed satisfaction with the experience. They acknowledged that there were some rough spots that were inevitable the first time this type of program is implemented, but they expressed confidence that they can easily fix those problems for future Immersions. The planned agenda was not fully followed, since some activities took longer than expected and some planned activities were not feasible, given time and transportation issues.

Specific recommendations for changes in the future, which are a combination of suggestions from Immersion staff, KEF administrative staff, students, and the evaluators, include:

- Have more control over the recruitment processes to ensure that all students and parents hear the same information about the Immersion and its expected outcomes and rules.
- Restrict the Immersion to students from villages. Recruit specifically from Ouzinkie, which has a large student population but was not represented in this year's Immersion.
- Hold a longer Immersion to allow for more experiences.
- Have students stay in dorms rather than a hotel.
- Hold the Immersion immediately after school ends in May, rather than just before the next school year begins.

- Recruit only incoming sophomores, juniors, and seniors.
- Open the Immersion to no more than 20 students. The optimum number of students for such an experience is 15 to 20.
- Incorporate more Sugpiaq/Alutiiq culture in the agenda.
- Do more outdoor and movement activities with students.
- Provide more tours, such as AVTEC in Seward and, if possible, UAF and UAS so students can learn the range of possibilities available to them.
- Be sure students have access to computers and internet connections in the future.
- Train Immersion staff more fully to ensure that each staff member can lead each activity with confidence.
- Engage in a mock run-through of completing the FAFSA form.
- Give students more opportunities to work with budgets and to budget themselves during the Immersion.
- Be more explicit about rules. In particular, prohibit visits off-campus to parents.

Staff reported that the Immersion met its objectives. They felt the students had benefited most from:

- Exposure to career and college programs
- Preparation for post-secondary experiences
- Information from slightly older mentors who could speak from personal experience
- Signing up for the scholarship database

Staff noted some growth in student confidence, team-oriented behavior, and knowledge over the week, although some students remained “individualistic” – a finding that staff believed applied more to the Kodiak students than those from the villages. One staff member said, “I was especially impressed with their presentation skills. They were confident and open with each other despite being from different locations on Kodiak Island.”

One staff member suggested the following: “My only other recommendation is that there can be a cultural component added to the immersion. From personal experiences, students tend to feel the need to drop their indigenous identity for the western lifestyle. If cultural components are added to the next immersion, I feel that student may adapt to the post-secondary life with ease.”

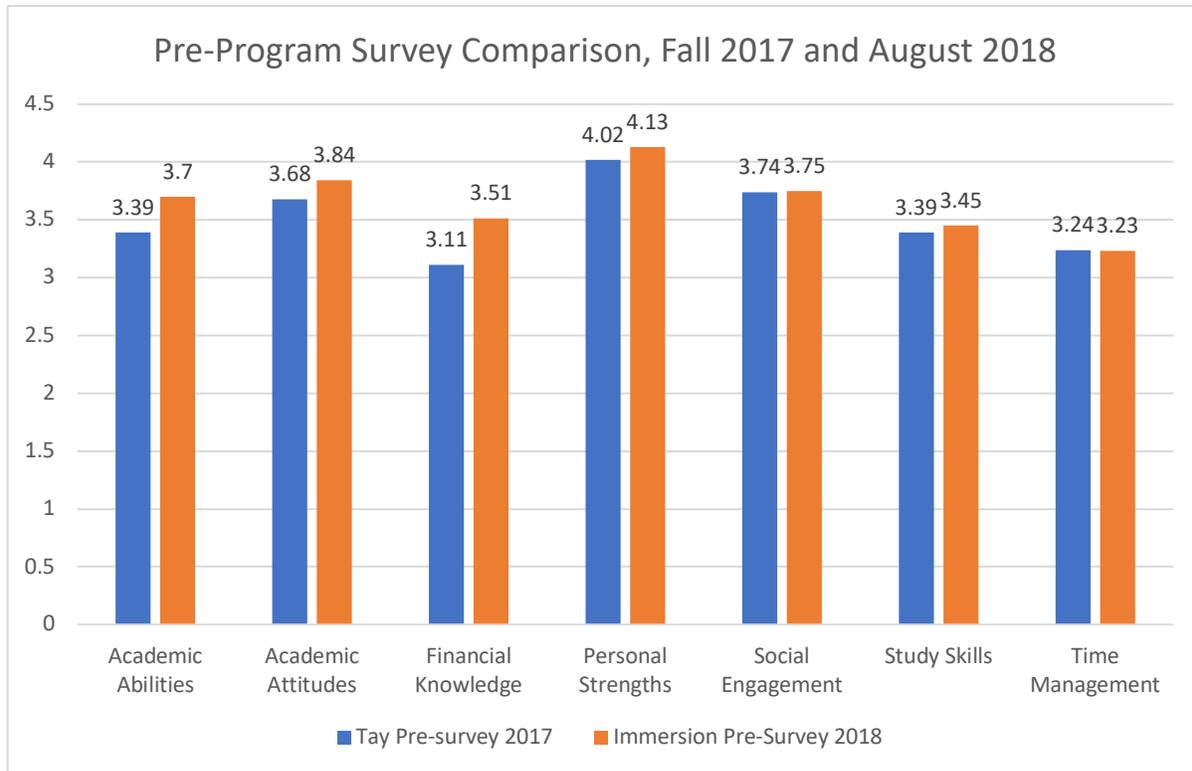


Chart 8: Pre-Program Survey Comparison, Fall 2017 and August 2018
n=16 (2017); n=14 (2018)

As a way to measure baseline knowledge, abilities, and attitudes as they relate to post-secondary education, the evaluators asked these 14 students, as they had the 16 students who participated in the October 2017 TAY event, to complete an 89-question survey (Appendix A) rating themselves on various education-related abilities, habits, and attitudes on a scale from 1 to 5. Chart 7 shows responses in the pre-program survey made by these two groups of students.

As Chart 8 indicates, even before the Immersion students expressed a fairly high level of confidence in their abilities except in the areas of financial knowledge and time management. There was little difference between the two groups of students, although by the end of the school year when the immersion was held, those participants who chose to attend the Immersion scored themselves noticeably higher on average in academic abilities and financial knowledge than had the October respondents. This could have been due to their having had an additional year of schooling behind them. It is also tempting to suggest that the differences are due to the self-selection of college-bound students in the 2018 immersion group, but this explanation is undercut by the fact that this latter group scored only marginally higher than did the TAY group in academic

attitudes, which measured, among other things, intention to continue schooling after high school.

The same survey was to be administered to the Immersion students at the end of their weeklong experience. However, this did not occur, so KEF staff attempted to gather student responses to the survey after they had returned to their homes. This effort was only partly successful: only half of the immersion students sent in the post-immersion surveys.

Chart 9 shows the post-immersion responses of the seven students in comparison with the entire group's pre-immersion scores. Because of the limited number of responses, these results cannot be considered indicative of student growth, and so are provided here without comment.

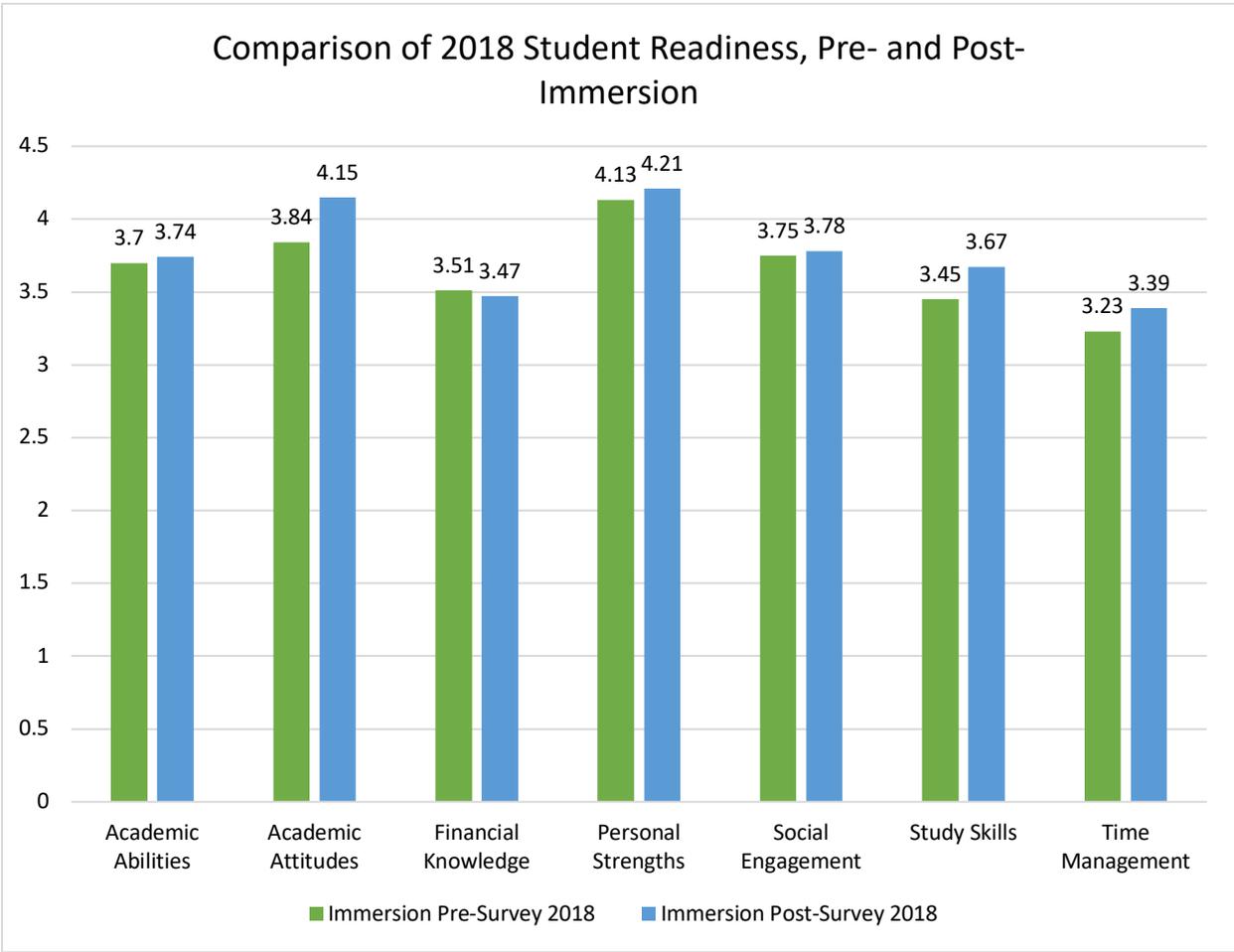


Chart 9: Comparison of 2018 Student Readiness, Pre- and Post-Immersion
n=14 (pre-immersion); n=7 (post-immersion)

Output 5

Develop tracking system to ensure that students complete PSE applications.

KEF has uploaded a tracking system called Fluid Review onto its website koniageducation.org. This allows students to establish an account that includes personal contact and financial aid information, learn about scholarship opportunities, practice writing applications to post-secondary education programs, actually apply for scholarships, and track their progress toward awards. The website also provides downloadable forms for various scholarship application opportunities. As of the end of August 2018, 144 Alutiiq students were currently receiving KEF scholarships.

The following image demonstrates the status of 462 student scholarship applications as of a particular moment in time.

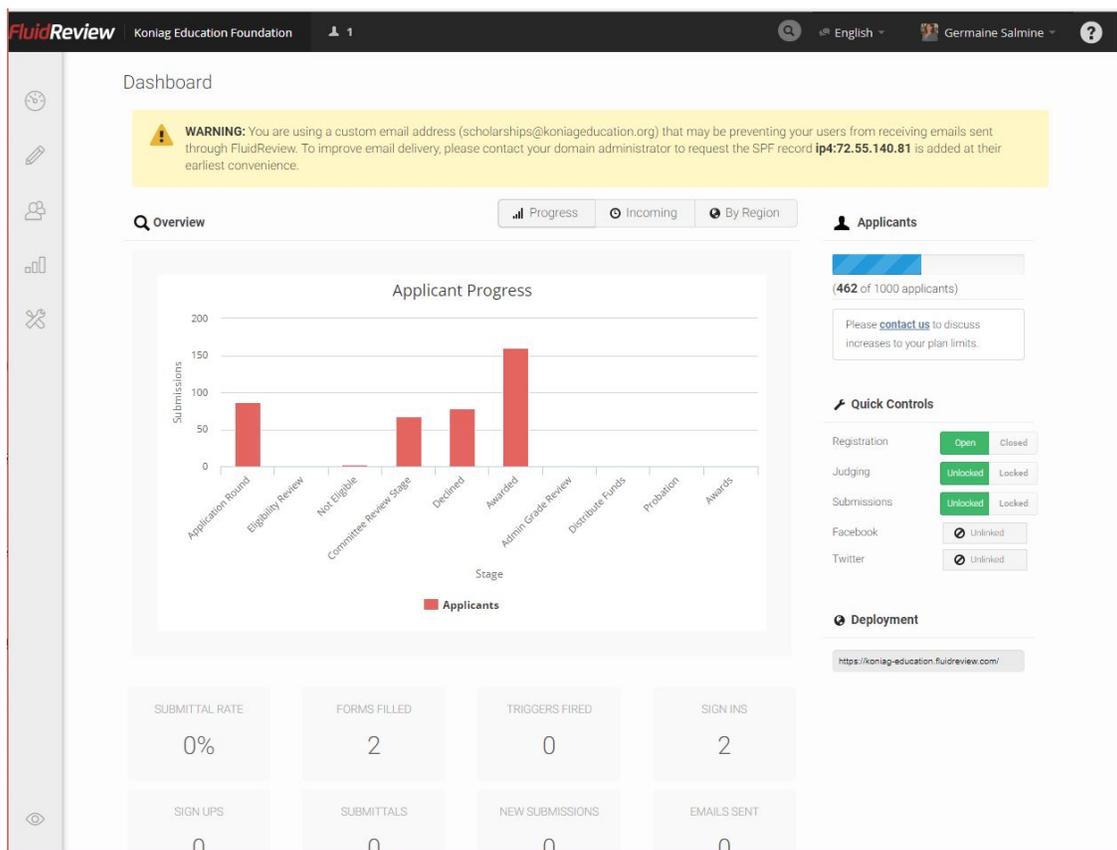


Figure 2: Applicant Progress as Reported on Tracking System; downloaded September 18, 2018

KEF Project Manager Germaine Salmine personally enrolled all 14 students who attended the August 2018 Immersion in the KEF website database for scholarship applications.

Output 6

KEF will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.

KEF held a Spring Caravan in Ouzinkie and Port Lions, and will undertake an as-yet unscheduled falltime caravan in Old Harbor, Akhiok, and Larsen Bay. See above for a description of the May 2018 event.

Objective 3: Increase teacher retention to 60% retention by the end of Year 3.

Due to the complex and myriad reasons teachers choose to stay or leave employ in a given school, KEF has limited ability and no authority to control this measure. However, the mentorship project has determined four avenues that work toward improving teacher retention and has undertaken several activities (outputs) that are designed to have an effect on the objective.

Outcome 1: Improve teacher aides' skills at tutoring and supporting classroom teachers.

Outcome 2: Improve teacher aides' confidence as professionals.

Outcome 3: Increase teachers' knowledge of local culture and resources.

Outcome 4: Increase teachers' knowledge of cultural educational resources.

Output 1

Prepare and provide a booklet about the community for new teachers

In September 2017, REA Michael Rostad began a draft of a “welcome book” for teachers new to Old Harbor. It contains a brief history of Old Harbor, information about teacher housing, where to get groceries and other creature comforts, information about transportation to and from the village, village services, local and state laws relevant to the teachers’ new situation, and cultural etiquette. It also includes a list of helpful names and contact numbers.

As of August 2018, the Regional Education Coordinator is building on that draft to produce a book that will be useful to all new teachers in all the target villages.

Output 2

Provide training for teacher aides

KEF did not undertake training for teacher aides during Year 2. However, the organization did contract with Raven's Group, an indigenous project management and evaluation firm, to research possible certification and credit avenues for teacher aides. Project managers began discussions of options for assisting teacher aides in October 2018, toward a possible roll-out of professional development options in the fall or spring of 2018-19.

ALUTIIQ EDUCATION Ɨ Ɔ Ƨ Ƨ Ƨ

Home Resources History Calendar Stories Sponsors

Lla CONSCIENCE

Kodiak Alutiiq Education & Core Values

Welcome to a clearinghouse of Kodiak Alutiiq educational resources, designed for educators, families, and students of all ages to gain access to information and learning. Click on the [Resources](#) tab above to search the curriculum database for a resource.

While many of our Kodiak Alutiiq traditions are fragmented in the telling or memories of our Elders, and are often no longer practiced in their original form, together they illustrate a rich and complex traditional values system. This values system influences our lives today. The stories our Elders tell, the artifacts we have from our ancestors, and our own observations and experience of our traditional homeland continue to teach the Kodiak Alutiiq today how to live within our traditional homeland and elsewhere in the world. While our traditions have changed with modern and cross-cultural influences, our sustained existence in this place where our ancestors have thrived for millennia carries with it the core values of our ancestors.

Core Values

- [Physical Sphere](#) - Nuna - Land
- [Social Sphere](#) - Suuget - People
- [Cognitive Sphere](#) - Keneq - Fire; Process
- [Spiritual Sphere](#) - Anerneq - Spirit
- [Ethical Sphere](#) - Lla - Conscience

Alutiiq Education is supported by the Kodiak Island Borough School District

Figure 3: Alutiiq Education Website Home Page; downloaded September 18, 2018

Output 3

Make available an Alutiiq Education online database for new teachers

The teacher handbook referenced in Output 1 above is set to include comprehensive information on resources available to teachers, including the KEF website (<https://koniageducation.org>), its Facebook page (<https://www.facebook.com/KoniagEducationFoundation>), a website with lesson plans and cultural resources at alutiiqeducation.org, and an Alutiiq cultural resources website hosted by the Alutiiq Museum (<https://alutiiqmuseum.org>).

The screen capture above shows the home page for one of those resources, the alutiiqeducation.org website.

Output 4

KEF will hold a Spring Caravan in Ouzinkie and Port Lions, and a summer caravan in Old Harbor, Akhiok, and Larsen Bay.

KEF held a Spring Caravan in Ouzinkie and Port Lions, and will undertake a falltime caravan in Old Harbor, Akhiok, and Larsen Bay in November 2018. See above for a description of the May 2018 event.

CONCLUSIONS

During Year 2, Koniag Education Foundation made considerable progress in planning effective activities that speak to project objectives. KEF filled out its staffing, which allowed it to complete most of the planned grant activities. Finally, KEF was nimble and flexible in finding ways to achieve its goals when initial plans proved to be ineffective or unfeasible. The prime example of this was the hiring of Raven's Group to hold a mentoring immersion for high school students as an adjunct to whatever village-based mentoring might occur. The experience was highly successful and will be repeated during Year 3.

In short, all project objectives were addressed and most are well on their way to their desired results.

The exception lies in the area of teacher retention. The original project plan was flawed in setting an expectation that could not be achieved, given KEF's position as an advisory, not supervisory entity, and given the many reasons outside of KEF's control for a teacher's decision to leave his or her village teaching position. Initially, KEF offered teachers opportunities for cultural enrichment training, but could not require teachers' participation. Teachers reported themselves too consumed with required tasks to take advantage of these offerings, and KIBSD found the KEF-sponsored opportunities to be outside the teachers' contracts and therefore could not be made mandatory. This failure led the KEF staff to reconsider ways to have an effect on teacher retention. They came up with three modest, but still valid adjustments:

- Teachers would be provided with resources and guided in how to find ways to incorporate Alutiiq culture into their classrooms, but would not be required nor monitored in doing so.
- Teachers would be invited to participate in cultural events that are planned by KEF staff, rather than be expected to undertake their own events.
- Teachers would be helped by improving the skills of their aides, who would in turn be provided with targeted workshops on cultural-rich activities that lead to higher student achievement.

The first two items were undertaken during Year 2, and the third was researched and planned. KEF staff report that they intend to undertake teacher aide workshops during Year 3.

As KEF begins Year 3 of this grant, it is poised to have a lasting effect on its students.

APPENDIX A Evaluation Instruments

Form #1

KONIAG EDUCATION FOUNDATION

Community Mentorship Program

Student Pre- and Post- Immersion Survey

School: _____

Gender: _____

For each item identified below, circle the number
to the right that matches how much you agree or disagree with a given statement on a scale of 1-5.

Item	Scale					Item	Scale				
	D is a g r e e				A g r e e		D is a g r e e				A g r e e
1. I use school resources to look for jobs.	1	2	3	4	5	2. I talk about my school plans with teachers, counselors and possible employers.	1	2	3	4	5
3. I know where to get help with my schoolwork.	1	2	3	4	5	4. I read to improve my work skills.	1	2	3	4	5
5. I know how much education I need for the job I want.	1	2	3	4	5	6. I read to learn more about subjects that interest me.	1	2	3	4	5
7. I have a career plan.	1	2	3	4	5	8. I know how to find the money I will need to help pay for college.	1	2	3	4	5
9. I can access the internet.	1	2	3	4	5	10. I can set up a free email account.	1	2	3	4	5
11. I have or know how to get a passport.	1	2	3	4	5	12. I have a bank account or I know how to set one up.	1	2	3	4	5
13. I know how to track my bank balance.	1	2	3	4	5	14. I understand the possible problems with using credit cards too much.	1	2	3	4	5
15. I know how to search and pay for housing.	1	2	3	4	5	16. I know how to set a monthly budget for myself and/or my family.	1	2	3	4	5
17. I have or know how to get a driver's license.	1	2	3	4	5	18. I know how to use public transportation in an unfamiliar town or city.	1	2	3	4	5
19. I am part of a group besides my family, that I know cares about me.	1	2	3	4	5	20. I know who to turn to if I have problems at school.	1	2	3	4	5

21. I take constructive criticism about myself or my work without getting angry.	1	2	3	4	5	22. I almost always get to class on time.	1	2	3	4	5
23. I plan enough time to study for each of my courses.	1	2	3	4	5	24. I prepare daily or weekly "to do" lists.	1	2	3	4	5
25. I avoid activities which interfere with my planned schedule.	1	2	3	4	5	26. I break complicated problems into smaller pieces.	1	2	3	4	5
27. I give myself enough time to make important decisions.	1	2	3	4	5	28. I prefer to tackle assignments that are due today or tomorrow, rather than think about doing things in the future.	1	2	3	4	5
29. Things often take longer than I plan, so I am always trying to catch up.	1	2	3	4	5	30. I tend to put assignments off until later, since I work better under pressure.	1	2	3	4	5
31. I have a favorite place to study.	1	2	3	4	5	32. I study in places without any distractions.	1	2	3	4	5
33. I can concentrate for at least 20 minutes at a time.	1	2	3	4	5	34. I am confident in my ability to maintain concentration.	1	2	3	4	5
35. When I study, I have a goal of remembering the information afterward.	1	2	3	4	5	36. I am good at remembering things I study.	1	2	3	4	5
37. I am able to express my thoughts in writing.	1	2	3	4	5	38. I write rough drafts of assignments.	1	2	3	4	5
39. I take some time between writing a draft and finishing an assignment.	1	2	3	4	5	40. I review my writing for spelling and grammar errors.	1	2	3	4	5
41. I am comfortable searching for references and research information.	1	2	3	4	5	42. I allow myself enough time to collect information, organize my thoughts and write an assignment.	1	2	3	4	5
43. My classes are interesting.	1	2	3	4	5	44. I am intelligent.	1	2	3	4	5
45. I can learn new ideas quickly in school.	1	2	3	4	5	46. I am glad that I am in the KEF program.	1	2	3	4	5
47. I work hard at school.	1	2	3	4	5	48. I think KEF will be a good match for me.	1	2	3	4	5
49. My teachers care about me.	1	2	3	4	5	50. Doing well in school is important to me.	1	2	3	4	5
51. I complete schoolwork regularly.	1	2	3	4	5	52. I am organized about my schoolwork.	1	2	3	4	5
53. I use a variety of strategies to learn new material.	1	2	3	4	5	54. I am a responsible student.	1	2	3	4	5
55. I spend a lot of time on my schoolwork.	1	2	3	4	5	56. I put a lot of effort into my schoolwork.	1	2	3	4	5
57. I am capable of getting straight A's	1	2	3	4	5	58. I succeed on my own without help.	1	2	3	4	5
59. I choose who is important to me	1	2	3	4	5	60. I have some talents and skills.	1	2	3	4	5
61. I let others help me succeed.	1	2	3	4	5	62. I believe that every community is different.	1	2	3	4	5

63. I am in charge of most decisions in my life.	1	2	3	4	5	64. If I move to a new place, I worry I will forget my values and identity.	1	2	3	4	5
65. I am a leader in some things.	1	2	3	4	5	66. Other people run my life.	1	2	3	4	5
67. I contribute to my community.	1	2	3	4	5	68. I have goals that are important to me.	1	2	3	4	5
69. What I do makes little difference in my community.	1	2	3	4	5	70. I know everything I need to know about life.	1	2	3	4	5
71. I will use my experience to help other youth.	1	2	3	4	5	72. I have hope for my future.	1	2	3	4	5
73. I believe that my relationship with others will help me succeed.	1	2	3	4	5	74. I care about cultural values and put them into use in my life.	1	2	3	4	5
75. If I move to a different place, I am still the same person.	1	2	3	4	5	76. I know when to ask for help.	1	2	3	4	5
77. I feel alone in my community.	1	2	3	4	5	78. I am always learning something new.	1	2	3	4	5
79. I select the people I want to be around.	1	2	3	4	5	80. I know how to make good decisions.	1	2	3	4	5
81. I care about my personal values.	1	2	3	4	5	82. I will always learn new things, even when I am older.	1	2	3	4	5
83. I am a strong person.	1	2	3	4	5	84. I am willing to let others teach me what I need to learn.	1	2	3	4	5
85. I will succeed without learning much more.	1	2	3	4	5	86. I know how I fit in my community.	1	2	3	4	5
87. If others work together and support me, I believe I will succeed.	1	2	3	4	5	88. I want to learn what it takes to succeed.	1	2	3	4	5
89. I hope to create positive changes in my community.	1	2	3	4	5						

Form #3
Koniag Education Foundation
Survey for Teachers
Prepared by Partnow Consulting ©2018

Dear teachers,

The Koniag Education Foundation has received a grant from the US Department of Education to increase school/community communication and improve student graduation rates. Could you please help us by completing this 8-question survey about your current practices and knowledge as they relate to local culture and history? Thank you.

1. How important is the incorporation of Alutiiq/Sugpiaq cultural knowledge to your students' education, in your opinion?

1	2	3	4
Not important at all	Helpful but not essential	Very helpful	Essential

2. Where have you learned about Alutiiq/Sugpiaq culture? Circle as many as apply.

- I grew up in the culture
 - Through in-depth participation in subsistence and other cultural activities
 - Classes or workshops
 - Indirectly, by living in the village and observing what happens here
 - A local person has mentored me
 - Books
 - Museum visits
 - Websites
 - I really haven't learned much yet
-

3. How would you rate your knowledge of Alutiiq/Sugpiaq contemporary culture?

1	2	3	4
Hardly any	Just scratching the surface	Actively learning	Expert

4. How would you rate your knowledge of Alutiiq/Sugpiaq historical culture?

1	2	3	4
Hardly any	Just scratching the surface	Actively learning	Expert

5. Please estimate the number of Alutiiq/Sugpiaq cultural activities or culture-based lessons you undertake in your classes each *semester*.

1 None	2 One	3 Two or three	4 More than three
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6. How would you rate your knowledge of where to find resources about Alutiiq/Sugpiaq culture?

1 I have no idea	2 Dimly aware	3 Pretty good idea	4 I know of lots of possibilities
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7. How would you rate the availability of resources about Alutiiq/Sugpiaq culture in your community and/or school?

1 Nothing available	2 Very little	3 It's here if you know where to look	4 Lots of information, easy to find
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8. Please let us know how useful you would find the following kinds of assistance, on a scale from 1 to 4 with 4 being extremely useful:

- Courses or workshops to help me improve my knowledge of Alutiiq/Sugpiaq culture.

1 Useless	2	3	4 Extremely useful
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- Books or websites to help me improve my knowledge of Alutiiq/Sugpiaq culture.

1 Useless	2	3	4 Extremely useful
--------------	---	---	-----------------------

- Names of people – such as knowledgeable parents or Elders – who would be able to visit my classroom to provide more information about Alutiiq/Sugpiaq culture.

1 Useless	2	3	4 Extremely useful
--------------	---	---	-----------------------

- Ideas for how to incorporate Alutiiq/Sugpiaq cultural information into my teaching.

1 Useless	2	3	4 Extremely useful
--------------	---	---	-----------------------

- More cultural events in my community to which I am invited.

1	2	3	4
Useless			Extremely useful

For the US Department of Education grant, it would be extremely helpful if you kept a log of:

- ***The cultural activities you undertake in your classroom;*** and
- ***The cultural activities you attend outside of your classroom for your own interest and edification.***

Thank you!

The KEF staff and Patricia Partnow, Project Evaluator

Form #4
KEF Community Mentorship Program
Rural Education Advocate Log

How to use this form

1. The Rural Education Advocate will write dates of sessions, with whom the Advocate met, and describe what topics were discussed during the meeting in the appropriate column. Each new meeting is a new line.
2. If you spoke with more than one student, teacher, or community member **AT THE SAME TIME on the SAME DATE**, use a **SEPARATE** line for each person and you can then write "same as above" for the topics and notes.
3. Attach additional paper to provide details on any of the activities that you felt were either especially effective or that you think should be done differently.

School: _____ **Rural Education**

Advocate: _____

Dates this form covers: _____

Date of Meeting	Name of Person	Topic(s) discussed or covered in meeting	Notes (For Example: What was useful for the person, how did the person respond, what follow up is needed, etc.)

APPENDIX B

Downloaded from <https://koniageducation.org/community-mentorship-program/>

Community Mentorship Program

An innovative approach to addressing the unique challenges faced by rural Alaska Native students and communities. The project aims to strengthen Alaska Native secondary-student graduation rates and higher-education pursuits, helping students in attaining career goals through a community career pathways mentorship program.

History

We are focused on serving Kodiak Island communities and improving family engagement as we develop tools and programs to increase parent involvement, educational perseverance and best practices for student success to be shared throughout the state of Alaska.

Objectives

- Increase community engagement in schools by 30 percent.
- Increase access to Alaska Native student-outcomes data and community engagement in data-based decision-making in local schools.
- Increase the Alaska Native graduation rates for Kodiak Island high school students from 68 percent to 82 percent Improve teacher retention by 60 percent.

Influence

Through media, statewide education coalitions and exchange opportunities, we will share our project with the goal of other Indigenous groups across the state and nation modeling their own similar, family engagement, education projects.

Partners

The important work of this grant would not be possible without community input and partnerships. That's why KEF is pleased to have broad support from across Kodiak Island. Key partners include the following, as well as the local and tribal governments in the communities that this grant serves:

- U.S. Department of Education
- Kodiak Island Borough School District
- Kodiak College
- Kodiak Area Native Association
- The Alutiq Museum
- Healthy Native Community Partnership
- And many other collaborators to maximize these efforts

Resources

An education specialist to be located in Kodiak, rural community advocates for each of the villages and college mentors will be hired for this project to improve students' educational success, starting as early as fifth grade. KEF is working with Partnow Consulting in evaluating this grant to help us make a positive impact through this work.

APPENDIX C

Downloaded from <https://koniageducation.org/tay-conference-helps-students-transition-post-high-school/>

TAY conference helps students transition to post high school

Posted on January 24, 2018

BY MIKE ROSTAD

KEF/REA

More than 40 middle and high school students, teachers and chaperons from six Kodiak Island villages, Chiniak and the Danger Bay logging camp gathered in Kodiak in late October for the third annual TAY conference, which, according to main organizer, Gwen Sargent, is designed to “educate, prepare and support under-served youth in the villages so that they have a better chance to engage in successful careers.”

Sargent is a Tribal Vocational Rehabilitation Administrator for the Kodiak Area Native Association, TAY’s chief sponsor, which partnered with the Koniag Education Foundation, Kodiak Island Borough School District, the Kodiak Library, Kodiak College and other partners in preparing the event. The CMP grant effort teams up with teachers, administrators, family and other community members who coach, encourage and referee students as they prepare for life beyond high school.



TAY is an acronym for Transition Age Youth. This year’s conference—in Alutiiq, Sun’arausqat Katurgwiat (The Young People’s Gathering Place)—took place October 24-28.

This year’s conference kicked off on Tuesday with an engaging video of Alaska Native students at the University of Alaska Southeast and Haskell University, discussing why they decided to go to college, what challenges they faced and what was required of them. Student comments sparked a lively discussion on challenges, sources of help and educational

opportunities. These concerns, which fit into the CMP grant objectives, were explored during the following days.

On Wednesday morning, workshop facilitator Lena Jacobs engaged participants in several activities, including one in which they wrote down long and short-term goals, steps they planned to take in order to achieve them and a list of sources who would help them achieve those goals. Afterwards, participants were paired up to discuss their responses. The activity challenged participants to give voice and written word to their own goals and helped them to see that others, regardless of age, also strive to make their goals reachable.

In another session, Jacobs had students write a personal essay in which they addressed personal and family histories, educational, professional and life goals, cultural connections, volunteerism and the role the community plays in their lives. This exercise helped students organize their thoughts and precipitated meaningful conversations in table discussions. Finally, students engaged in a practical exercise, completing a mock scholarship application.



connections, volunteerism and the role the community plays in their lives. This exercise helped students organize their thoughts and precipitated meaningful conversations in table discussions. Finally, students engaged in a practical exercise, completing a mock scholarship application.



The five-day conference also included a financial reality fair, a future-ready exploratory lab for middle schoolers at the Kodiak Library; creation of an eportfolio and job-shadowing. TAY culminated in a college and career fair at Kodiak High School where vendors informed students of the availability of scholarships and financial aid, post-secondary education, internships, employment and military opportunities.



Cultural appreciation and awareness were woven into the rich tapestry of activities. The opening ceremony began with the lighting of the Alutiiq lamp. At the close of the first day, keynote speaker, Dr. David Baines – a member of the Tlingit and Tsimshian tribes of Alaska— discussed how he incorporates his traditional beliefs into his medical practice. Students made Alutiiq masks, listened to a lecture, presented by the Alutiiq Museum, about the meaning of Talking Rocks and engaged in friendly competition through Native Youth Olympic activities.

Conference “participants were offered a wide range of valuable programs,” said Mike Stoesz, Old Harbor K-2 teacher and chaperone. “Rural kids had an opportunity to spend time in their peer group. It was great to see them laughing and joking with each other.

“The essay writing practice (sponsored by KEF) was great. When young people are thinking about their future ... it’s a positive thing,” said Stoesz.

“I feel that this year’s event went really well,” said Heather Bogardus, Larsen Bay teacher who brought a group of students with her. “There was a variety of educational, cultural and entertainment opportunities for the kids.”

“That saying about how it takes a village to raise a child is true through high school and beyond,” said Hannah Dunbar, college and career guide with the Kodiak Island Borough School District. “These students need a support system that will grow with them. Hopefully TAY can continue to be a part of that village and support system.”

“This is an amazing experience that is really necessary for these individuals to experience,” said Rebecca Barrett, Vocational Rehabilitation Counselor with KANA.

“College and career readiness is a lot of work and can be a shock to many individuals. We want to be there to support individuals the best that we can ... so that they can strive for success.”



Committed to improving student academic outcomes, teacher retention, and advisory school board and family involvement, KEF looks forward to bringing the Community Mentorship Project workshops to future TAY conferences as well as other events.

Committed to improving student academic outcomes, teacher retention, and advisory school board and family involvement, KEF looks forward to bringing the Community Mentorship Project workshops to future TAY conferences as well as other events.



The Community Mentorship Project is made possible through a three-year grant KEF received in 2016 from the U.S. Department of Education Alaska Native Education Program (ANEP).

The TAY conference was made possible by grants from the US Department of Education Alaska Native Education Program, the Alaska Mental Health Trust Authority and other entities.

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APPENDIX D

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Foundation

KEF'S COMMUNITY MENTORSHIP PROJECT

YOUTH —IMMERSION—



**NEW
DATES**
Aug 13-19

Participants will spend time on UAA's campus, Job Corps/AVTEC's campus, and at KEF's office. Students will explore post-secondary education and career options, scholarship opportunities, be introduced to KEF mentors, and learn about college support for incoming college students. In the evening, participants will have chaperoned free time to do group activities, such as going to the movies, going to the mall, and other fun activities.



August 13-19, 2018

MBerns@koniageducation.org

Share

APPENDIX E

Koniag Education Foundation **Interview Protocol for Student Focus Group** **August 2018**

Interviewer:	Date of Interview	/	/	# of students:
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1. Ask for names but assure students their responses will be anonymous.
2. How has this week's Immersion benefited you?
3. What did you like about this Immersion?
4. What didn't you like?
5. What have you learned this time?
6. Do you feel more prepared for training or college after high school as a result of this experience? Explain.
7. Did the staff seem to understand the issues that face you as you think about your future? Explain.
8. What was the biggest challenge for you during this week?
9. What additional support would you like from the Koniag Education Foundation?
10. Any other comments about your experience with the project to will help the leaders improve it for future students?